

## SPEAKING CRITERIA

Mark	Criteria
17–20	The student performs the tasks and communicates with ease. Grammar and vocabulary is correctly used and varied. The student shows mastery in communicative strategies (e.g. cohesion, coherence, turn-taking) and has no hesitation or pronunciation errors. The student is above the level expected for these tasks.
13–16	The student performs the tasks and communicates comfortably. Grammar and vocabulary is varied and mostly used correctly. The student shows clear knowledge of communicative strategies and is able to form long and coherent utterances, shows some mastery in turn-taking and has no hesitation. The student's pronunciation does not impede comprehension. The student is at a slightly higher level than that expected for these tasks.
10–12	The student is able to communicate throughout out the tasks. Grammar and vocabulary is adequate and any mistakes made do not result in significant breakdown of communication. The student shows some knowledge of communicative strategies and is able to form coherent utterances, shows some skill in turn-taking and rarely hesitates. The student may have some pronunciation problems but it should not cause communication breakdown. The student is at the level expected for these tasks.
7–9	The student finds it difficult to perform the tasks and relies heavily on other students to do so. The student is limited in the ability to communicate and has difficulty in choosing and using grammar and vocabulary. The student has limited communicative strategies and finds it difficult to complete extended utterances. Pronunciation should not be a problem but may occasionally result in misunderstanding or miscomprehension. The student is a little below the level expected for these tasks.
4–6	The student cannot perform the tasks properly and communicates with much difficulty. Grammar and vocabulary are not sufficient and it may take some time to frame utterances. The student has few, if any, communicative strategies and there are clear examples of communication breakdown. Pronunciation may cause miscomprehension and misunderstanding. The student is below the level expected for these tasks.
0–3	The student does not communicate or take part in the tasks. / Absent for tasks.